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ABSTRACT

"Classroom Assessment" is designed for students taking a first course in classroom assessment and measurement. It shows how assessment principles apply to the full range of teacher decision making, and not just the formal evaluation of student learning. For this reason, the book has been organized in a manner that follows the natural progression of teacher decision making, from organizing the classroom as a social system to planning and conducting instruction to the formal evaluation of learning, grading, and the ways teachers assess themselves. The following chapters are included: (1) "The Classroom as an Assessment Environment"; (2) "Sizing-Up Assessment"; (3) "Assessment for Instructional Planning"; (4) "Assessment during Instruction"; (5) "Formal Assessment of Learning"; (6) "Paper-and-Pencil Test Questions"; (7) "Administering, Scoring, and Improving Paper-and-Pencil Tests"; (8) "Performance Assessment"; (9) "Grading Pupil Performance"; (10) "Standardized Achievement Tests"; and (11) "Teacher Self-Assessment." One appendix gives standards for teacher competence in educational assessment of students, and the other shows some statistical applications for classroom assessment. (Contains 50 tables, 27 figures, and 188 references.) (SLD)

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